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ABSTRACT

Discipline-based art education (DBAE) is a movement to incorporate aesthetics, studio production, art history, and art criticism into a curriculum of instruction in the arts. The 10 essays in this book focus on the role of philosophical aesthetics in the discipline of art education. Divided into two parts, part 1 of the book is an attempt to show the possibility of applying philosophical aesthetics as a foundational study for art education. Five essays are included: (1) "Aesthetics Yesterday and Today"; (2) "The Educational Function of the Fine Arts"; (3) "Isness and Oughtness: Reasoning about Values"; (4) "Aesthetics and the Teaching of Art"; and (5) "Why Teach Art in the Public Schools?" Part 2 is written from the view that the neglect of phenomenological philosophy in the United States has precluded the use of some very powerful analytical techniques. The essays include: (6) "Aesthetic Education: A Role for Aesthetics Proper"; (7) "'Epoche' and Relevance in Aesthetic Discourse"; (8) "An Existential-Phenomenological Account of Aesthetic Education"; (9) "Between the Innocent Eye and the Omniscient Mind: Phenomenology as a Method for Art-Critical and Aesthetic Analysis"; and (10) "Three Themes for Determining a Measure of Aesthetic Literacy." A glossary, references, and a 37-item annotated bibliography conclude the volume. (DB)

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